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ABSTRACT

The Office of Educational Research and Improvement (OERI) of the U.S. Department of Education supports educators and policymakers in their efforts to solve pressing education problems through a network of 10 regional educational laboratories. These regional educational laboratories try out new approaches to teaching and learning; provide training and technical assistance to teachers, administrators, and policymakers; and disseminate knowledge and findings about what works with diverse student groups under a variety of conditions. This document describes this program. It begins with a map of the United States depicting the regions served by each of the laboratories and lists the 10 laboratories with their addresses. Information abstracts are given for each, including address, executive director, deputy director, board chair, and region served; a description of the laboratory; a listing of the projects carried out by the laboratory; and the name of the OERI liaison responsible for the laboratory's work. The name of the contact person for each laboratory follows the program description in parentheses. (JLB)

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Regional Educational Laboratory Program

U.S. DEPARTMENT OF EDUCATION
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Regional Educational Laboratory Program

Office of Educational Research and Improvement
U.S. Department of Education

U.S. Department of Education
Richard W. Riley
Secretary

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Sharon P. Robinson
Assistant Secretary

Programs for the Improvement of Practice
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Director

September 1994

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Introduction to the Regional Educational Laboratory Program

Mission and Mandates

The Office of Educational Research and Improvement (OERI) supports educators and policymakers in their efforts to solve pressing education problems through a network of 10 regional educational laboratories. Using the best available research and development information and the experience and expertise of highly skilled professionals, laboratories try out new approaches to teaching and learning; provide training and technical assistance to teachers, administrators, and policymakers; and disseminate knowledge and findings about what works with diverse student groups under a variety of conditions.

The laboratories have several specific mandates that frame their work. They have both a national as well as regional focus. An overarching mandate of the laboratories is to strengthen state and local efforts to improve schooling for students at risk of leaving school unprepared for successful employment, further education, or productive citizenship. Under Congressional direction, 30 percent of laboratory funds are targeted to the needs of rural, small schools. Another Congressional priority directs the laboratories to collaborate with one another and with external organizations to improve mathematics and science teaching and learning. With U.S. Department of Health and Human Services funding, the laboratories are exploring ways to improve the transition of children from Head Start and other early childhood programs to elementary school.

The laboratories operate the Eisenhower Mathematics and Science Consortia. In collaboration with other agencies and institutions, Consortia programs aim to enhance mathematics and science teaching and learning through the delivery of technical assistance, the use of technology to link and coordinate resources, and the sharing of information about successful practices.

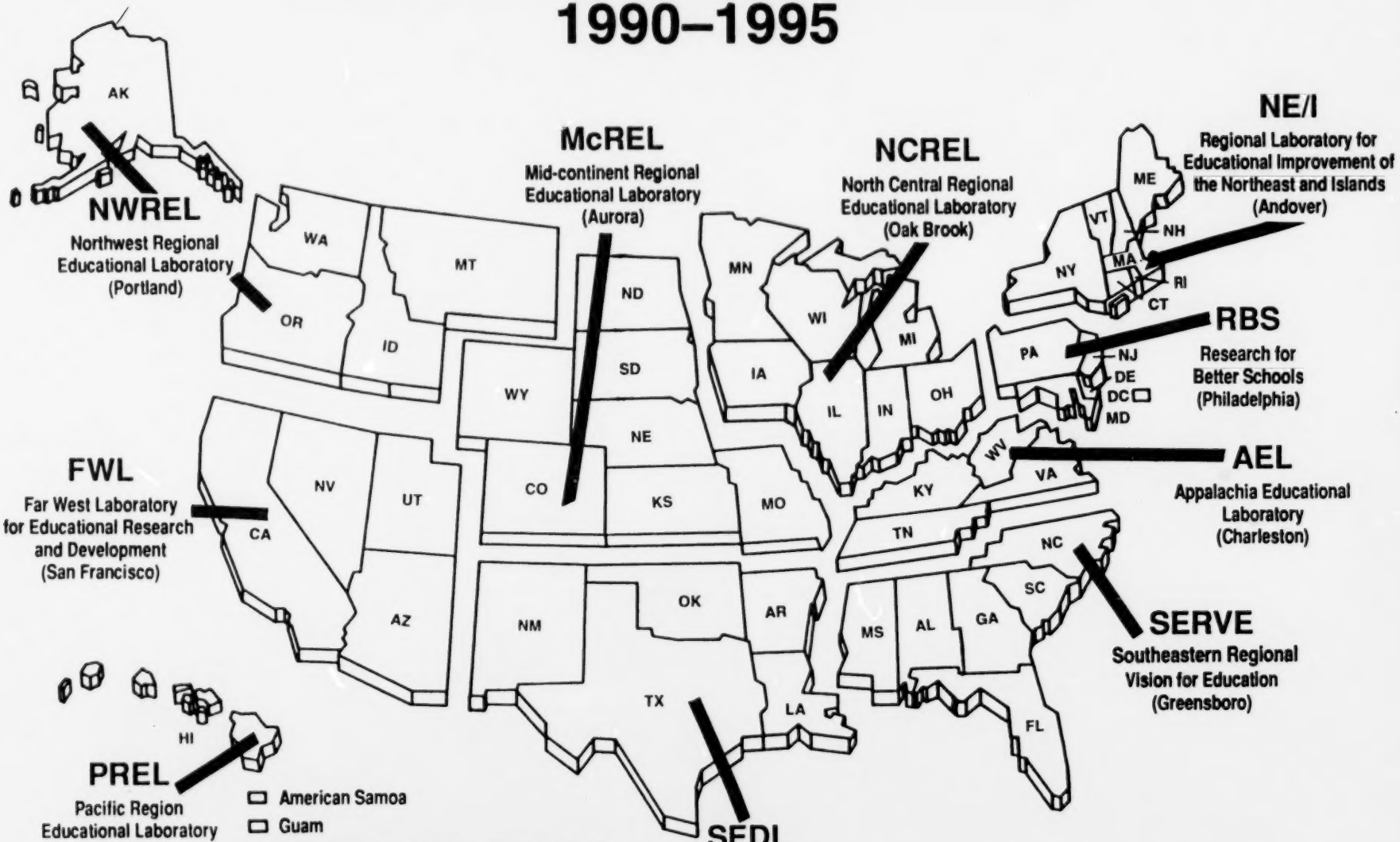
Regional and National Agendas

Within the broad mandates described above, individual laboratory programs are set by regional governing boards. The boards guide the laboratories' efforts to transform national education reform strategies into regional, state, and local policies and initiatives. At the same time, the governing boards ensure that these institutions are responsive to the specific needs of schools, teachers, and students in their jurisdictions.

The laboratories also conduct work that supports each of the eight national goals. The four goals receiving the greatest attention from laboratory efforts are Goals 1 (school readiness), 3 (student achievement and citizenship), 7 (teacher education and professional development, and 4 (mathematics and science). Laboratories are collaborating with existing and developing networks for systemic reform assistance in their states with a special focus on those networks targeting the implementation of Goals 2000. Laboratories are actively engaged in developing and disseminating practice-based knowledge and assistance to inform the discussion of issues involved in the standards-based approach to reform and then to help educators with their implementation.

The following information includes a list of the 10 regional educational laboratories with their addresses, a map of the United States depicting the regions served by each of the 10 laboratories, and information abstracts for each laboratory including the name of the OERI institutional liaison who is the staff person with responsibility for the laboratory's work. The name of the contact person for each laboratory program follows the program description in parentheses.

Educational Laboratories Map
1990–1995



Regional Educational Laboratory Program Directory

Appalachia Educational Laboratory, Inc. (AEL)

Executive Director: Terry L. Eidell
1031 Quarrier Street
PO Box 1348
Charleston, WV 25325
800–624–9120, 304–347–0400
Fax 304–347–0487;
Internet: teidell@inet.ed.gov
OERI Liaison: Carol Mitchell, 202–219–2128
States served: KY, TN, VA, WV

Far West Laboratory for Educational Research and Development (FWL)

Executive Director: Dean H. Nafziger
730 Harrison Street
San Francisco, CA 94107–1242
415–565–3000
Fax 415–565–3012
Internet: dnafzig@fwl.edu
OERI Liaison: Sharon Horn, 202–219–2203
States served: AZ, CA, NV, UT

Mid-continent Regional Educational Laboratory (McREL)

Executive Director: C.L. Hutchins
Colorado Office:
2550 South Parker Road, Suite 500
Aurora, CO 80014
303–337–0990
Fax 303–337–3005
Internet: lhutchin@mcrel.org
Missouri Office:
3100 Broadway, Suite 209
Kansas City, MO 64111–2413
816–756–2401
Fax 816–753–4565
OERI Liaison: Beverly E. Coleman, 202–219–2280
States served: CO, KS, MO, NE, ND, SD, WY

North Central Regional Educational Laboratory (NCREL)

Executive Director: Jeri Nowakowski
1900 Spring Road, Suite 300
Oak Brook, IL 60521–1480
708–571–4700
Fax 708–571–4716
Internet: nowakows@ncrel.org
OERI Liaison: Mary Campbell, 202–219–2130
States served: IA, IL, IN, MI, MN, OH, WI

Northwest Regional Educational Laboratory (NWREL)

Executive Director: Robert R. Rath
101 SW Main Street, Suite 500
Portland, OR 97204–3212
503–275–9500
Fax 503–275–9489
Internet: rathb@nwrel.org
OERI Liaison: John Coulson, 202–219–2133
States served: AK, ID, MT, OR, WA

Pacific Region Educational Laboratory (PREL)

Executive Director: John W. Kofel
828 Fort Street Mall, Suite 500
Honolulu, HI 96813
808–533–6000
Fax 808–533–7599
Internet: jkofel@prel-ohau-1.prel.hawaii.edu
OERI Liaison: Joseph Wilkes, 202–219–2186
States served: American Samoa, Commonwealth of the Northern Mariana Islands, Federated States of Micronesia, Guam, Hawaii, Republic of the Marshall Islands, Republic of Palau

Regional Laboratory for Educational Improvement of the Northeast and Islands (NE/I)

Executive Director: Glen Harvey (Acting)
300 Brickstone Square, Suite 900
Andover, MA 01810
508–470–0098
Fax 508–475–9220
Internet: davidc@neirl.org
OERI Liaison: Lynn Spencer, 202–219–2179
States served: CT, MA, ME, NH, NY, PR, RI, VI, VT

Research for Better Schools, Inc. (RBS)

Executive Director: John E. Hopkins
444 North Third Street
Philadelphia, PA 19123–4107
215–574–9300
Fax 215–574–0133
Internet: hopkins@rbs.org
OERI Liaison: Susan K. Talley, 202–219–2129
States served: DC, DE, MD, NJ, PA

Southeastern Regional Vision for Education (SERVE)

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Tallahassee, FL Office:
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Tallahassee, FL 32301–2950
904–922–2300, 800–352–6001, 800–352–3747
Clearinghouse Fax 904–922–2286
Math/Science Consortium
800–854–0476, 904–922–8522
Atlanta, GA Office:
41 Marietta Street NW, 1000
Atlanta, GA 30303
404–577–7737, 800–659–3204
Computer Line: 800–487–7605
Fax 404–577–7812
Cleveland, MS Office:
Delta State University
PO Box 3183
Cleveland, MS 38733
601–846–4384, 800–326–4548
Fax 601–846–4402
Columbia, SC Office:
South Carolina Department of Education
1008 Rutledge Building
1429 Senate Street
Columbia, SC 29201
803–734–4110
Fax 803–734–3389
Montgomery, AL Office
Alabama Department of Education
50 North Ripley Street
5114 Gordon Person Building
Montgomery, AL 36130
205–242–9758
Fax 205–242–9708
OERI Liaison: Deborah Williams, 202–219–2204
States served: AL, FL, GA, MS, NC, SC

Southwest Educational Development Laboratory (SEDL)

Executive Director: Preston C. Kronkosky
211 East Seventh Street, Second Floor
Austin, TX 78701–3281
512–476–6861
Fax 512–476–2286
Internet: pkronkos@sedl.org
OERI Liaison: Richard Lallmang, 202–219–2274
States served: AR, LA, NM, OK, TX

Laboratory Program Team Leader: Susan Gruskin
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Internet: adria_white@ed.gov or susan_gruskin@ed.gov

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Appalachia Educational Laboratory, Inc. (AEL)

Address	1031 Quarrier Street PO Box 1348 Charleston, West Virginia 25325 304–347–0400 Fax 304–347–0487 800–624–9120 (Outside West Virginia)
Executive Director	Terry L. Eidell
Deputy Executive Director	John R. Sanders
Associate Executive Director	Pamela B. Lutz
Board Chair	Mrs. Sandra Adams
Region Served	Kentucky, Tennessee, Virginia, and West Virginia

AEL's mission is to work with the region's educators in an ongoing R&D-based effort to improve education and educational opportunities. This mission incorporates the collaborative nature of AEL's role, AEL's orientation to both the knowledge of R&D and the wisdom of practice, and recognition of the importance of improving education for all the region's students.

Four goals provide direction for the Laboratory's work with one extending across all others. It states that AEL should work toward "the improvement of opportunity for access to appropriate education by all children of the region." The other three goals define the major areas on which the Laboratory's work will focus: improving the quality of professional educators, improving curriculum and instruction in schools, and improving community support for schools.

To carry out its work, AEL has the following nine operating programs:

- **Classroom Instruction** works most closely with teachers of the region and collaborates with the four state teacher education associations. The program provides training materials, facilitates teacher-led study groups, provides technical assistance to innovative programs, and disseminates research-based information. (Jane E. Hange)
- **School Governance and Administration** works most closely with local administrators and school board members and collaborates with the association of school administrators in each state. The program conducts training for trainers and study groups on pertinent education topics. (Sandra R. Orletsky)
- **Colleges and Schools** collaborates with the four state associations of colleges for teacher education affiliates to support and involve their members' faculty in collaborative projects with local schools. (Pamela K. Buckley)
- **State Policy** works most closely with the four Chief State School Officers to serve the needs of state policymakers. (Patricia E. Ceperley)
- **Community Liaison to Urban Education** involves and serves the needs of the region's minority and "nonadvantaged" populations. (Betty Harris James)
- **Rural, Small Schools** involves and serves the needs of rural students and educators. The program helps rural communities implement the Infant/Toddler Training Program, works to give teachers access to information through telecommunications, and convenes rural leaders of schools and communities to examine social and economic trends. (Hobert L. Harmon)
- **Rural Excel** refines and tests selected materials and procedures for improving student performance in rural, small schools. (Robert D. Childers)
- **Information Services** serves the needs of both AEL staff and the region's educators for information about and access to innovative practices and materials. (John R. Sanders and Pamela B. Lutz)
- **Education Services Program** is AEL's link to the 10 regional laboratory networks for sharing innovations to assist national efforts to reform public education. (Patricia S. Kusimo)

As part of these programs, AEL conducts applied R&D projects. An ethnographic study of four small, rural districts' response to the Kentucky statewide reform is conducted as part of the State Policy Program. The Rural Excel Program sponsors three R&D efforts. One is a just-completed Activities Manuals project, which tested a set of activity manuals designed to provide hands-on experiences, enhance discourse, and reduce exclusive reliance on textbooks in grades 5–8 mathematics classrooms. Family Connections, the second project, develops and tests materials and procedures to help preschool teachers improve the involvement of families in the teaching and learning of their preschool children. The third activity, focused on professional development, is a 2-year project that provides training and technical assistance to teams of teachers in four rural Virginia schools that are designing interdisciplinary curricula and alternative forms of assessment.

Eisenhower Regional Math/Science Consortium at AEL, established in 1992, provides a broad range of activities—including training—for mathematics and science educators from the four-state region. The Consortium identifies and shares exemplary mathematics and science classroom materials and provides technical assistance to help teachers, administrators, and college faculty use new teaching methods and assessment tools. In addition, the consortium provides financial assistance to teachers, administrators, and other educators to participate in consortium activities. The Consortium is the site of an Eisenhower National Clearinghouse Technology Demonstration Site that contains state-of-the-art software programs in mathematics and science education. Teachers can review the software and see demonstrations. (Pamela K. Buckley)

OERI Institutional Liaison
Carol J. Mitchell
202–219–2128

Far West Laboratory for Educational Research and Development (FWL)

Address	730 Harrison Street San Francisco, California 94107–1242 415–565–3000 Fax 415–565–3012
Executive Director	Dean H. Nafziger
Board Chair	Dr. Colleen Kennedy Dean Graduate School of Education University of Utah Salt Lake City, Utah
Region Served	Arizona, California, Nevada, and Utah

FWL's mission is dedicated to improving the quality of education by helping policymakers and practitioners apply the best available knowledge from research, development, and practice. FWL addresses a broad range of educational priorities, including issues of early childhood, students at risk, assessment and accountability, school-to-work transition, educational technology, and professional development. FWL has eight major program areas supported by OERI, as follows:

Early Childhood Education. FWL's Center for Child and Family Studies engages in training and development activities that build on clear findings that family support and early intervention are critically important in the development and success of children, especially in communities where substance abuse, violence, and poverty have reached crisis proportions. The Center's Program for Infant/Toddler Caregivers addresses the urgent need for child care that nurtures young children in an emotionally secure and intellectually exciting group setting. The Bay Area Early Intervention Program helps communities develop collaborative family, education, and social services structures by providing direct services to at-risk children and their families and strengthening community-based early intervention services. (J. Ronald Lally)

Assessment. FWL's Assessment Services Program is involved at the local, state, and national levels in planning, developing, implementing, and evaluating new assessment methods and systems. The National Health Standards Project is leading a consortium of education, business, and labor groups in developing content and performance standards for students and entry-level workers in health careers. The California Assessment Collaborative works directly with school districts that are developing and pilot testing alternative student assessment including portfolios. (Stanley Rabinowitz and Sri Ananda)

Professional Development of Teachers. FWL's Institute for Case Development has pioneered the use of teacher-written cases—dramatic, first accounts of real-life classroom dilemmas—as catalysts for discussion in teacher preparation and staff development programs. Long used to prepare professionals in business, law, and medicine, cases help bridge the well-known gap between what is taught in the university and what teachers actually experience in classrooms. (Judy Shulman)

Policy Support. FWL's Policy Support Program provides state and local policymakers with the up-to-date, research-based information and analysis they need to make sound decisions on issues that shape school practice. By identifying key actors, intervening early in the policy-making process, and identifying alternatives for action on recognized policy problems, FWL helps close the gap between policy decisions and what current educational practice and supporting research have to teach. (Mary Amsler)

Rural Schools. FWL's Rural Schools Assistance Program provides research-based and technical assistance to rural schools in the region. Current work is focused in three areas: staff development for improving school curriculum and instruction, planning for and using technology, and implementing alternative assessments. (Stanley Chow)

Educational Technology. The objective of FWL's educational technology programs and services are to have technology enhance teaching and learning, be integral to instruction, be viewed as a tool students use to accomplish work, and serve as a vehicle for increasing equal access to educational information and resources. FWL's technology programs fall into three categories: resource dissemination, direct services, and policy development. (John Cradler)

Students At Risk. FWL's Students At Risk Program engages in research and provides technical assistance to help improve academic and social outcomes for students by supporting school change aimed at creating equitable learning opportunities for all students rather than relying on specialized programs for particular groups and by encouraging and supporting interagency collaboration among schools and agencies serving children and families. Research efforts are focused on current restructuring and collaboration efforts, seeking to learn what policies and practices increase opportunities for all students to reach their potential. (Jo Ann Izu)

Mathematics and Science Education. The FWL Regional Consortium for Science and Mathematics Education works with a wide variety of organizations to identify areas of greatest need, help them effectively use existing resources, and provide new resources to meet targeted needs. The Consortium is working with the states in its region on developing curriculum frameworks and aligned assessment models, providing technical assistance in telecommunications, using alternative assessments, and disseminating information about available resources. (Art Sussman)

OERI Institutional Liaison
Sharon Kinney Horn
202–219–2203

Mid-continent Regional Educational Laboratory (McREL)

Address	Denver Office 2550 South Parker Road, Suite 500 Aurora, Colorado 80014 303–337–0990 Fax 303–337–3005
	Kansas City Office 3100 Broadway, Suite 209 Kansas City, Missouri 64111–2413 816–756–2401
Executive Director	C.L. (Larry) Hutchins
Associate Executive Director	J. Timothy (Tim) Waters
Board Chair	Thomas M. Howerton Member and Past Chair Colorado State Board of Education Colorado Springs, Colorado
Region Served	Colorado, Kansas, Missouri, Nebraska, North Dakota, South Dakota, and Wyoming

McREL's work is focused on leading and supporting efforts throughout the region to redesign educational systems to enable all students to be successful, especially those students most at risk of school failure. Through collaboration with many partners, McREL works to create and realize a new vision of schooling that will ensure all students complete school with the knowledge, skills, and sense of personal responsibility necessary for successful employment, for success in further education and training, and for productive participation in social and democratic processes.

McREL has initiated the **Mid-continent Alliance**, a regional initiative to share educational strategies, expertise, and resources for reforming the education systems in the Laboratory's seven states. Triggered by the National Goals and the need for standards, the Alliance has evolved as a strategy for states to design and coordinate the reform of their own educational systems and to carry out the reform process in an orderly and integrated manner. The purpose of the Alliance is to create relevant and rigorous high performance goals, standards, and benchmarks for schools and students, focusing on the learning outcomes essential for current and future students to become adults in an increasingly complex society and on more effective ways to assess the achievement of those learning outcomes. (Tim Waters and Joan Grady)

McREL's current **research and development studies** focus on redesigning the outcomes of schooling by creating a curriculum with clearly specified standards and benchmarks, authentic learning tasks, and authentic assessment (Robert Marzano); developing and validating tools that will support teachers and administrators in becoming more aware of their beliefs and practices in light of the learner-centered principles and to change both where such changes will facilitate learning (Barbara McCombs); investigating applications of proximal theories of learning and the replicability of projects which apply these theories (Jim Fanning); examining service integration programs in rural settings in order to develop a generic process model which reflects learning from the research (Judi Elliott); and carrying out a follow-up study of research on the life path of students who graduate from rural high schools. (Judi Elliott)

Technical assistance services McREL provides include professional development, coordination, facilitation, dissemination of research-based information, brokering, strategic planning, policy planning, and networking. These services are provided to state education agencies, state professional associations, intermediate service agencies, large urban school districts, and clusters of small rural school districts. Major projects involving long-term technical assistance to individual states include the Kansas Assessment Alternatives project that McREL is co-sponsoring with the Kansas State Department of Education and the Kansas National Education Association and assistance to the Missouri Department of Elementary and Secondary Education in implementing the Outstanding Schools Act enacted by the state legislature in 1993. (Susan Everson).

McREL's **Rural Education** projects are focusing on helping clusters of rural schools in Missouri, North Dakota, South Dakota, Nebraska, and Colorado to enhance their school reform and improvement though information sharing and collaborative action; increasing capacity in rural districts for using technology as a tool for learning, for electronic networks, and for distance learning; and developing skills to engage students in community-based experiential learning and to involve schools in community development. (Judi Elliott)

Major **Urban Education** projects include work with the Denver Public Schools to support school improvement efforts through collaborative decision making. In Kansas City, McREL is providing technical assistance to the school district's Redesigning Chapter I Initiative. In St. Louis, McREL is providing support to the district's Community Schools program. (Fran Mayeski, Loyce Caruthers, and Tom Barlow)

The mission of McREL's **High Plains Consortium for Mathematics and Science (HPC)** is to promote and support systemic reform in mathematics and science education in the seven-state region. The HPC networks with all collaborating organizations through electronic and other means to identify and disseminate exemplary materials, teaching methods, and assessments across state and regional boundaries as well as to the national clearinghouse. The Consortium works with various interested groups, including a 23-member Advisory Committee representing educational constituencies from all seven states, to coordinate and enhance services to school districts, design mathematics and science curriculum frameworks that reflect world class standards, develop assessment tools, and provide professional development. (John Sutton)

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Beverly Coleman
202–219–2280

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North Central Regional Educational Laboratory (NCREL)

Address	1900 Spring Road, Suite 300 Oak Brook, Illinois 60521 708–571–4700 Fax 708–571–4716
Executive Director	Jeri Nowakowski
Deputy Director	Beverly J. Walker
Board Chair	Suellen Reed Director Indiana Department of Education
Region Served	Minnesota, Wisconsin, Iowa, Illinois, Michigan, Indiana, and Ohio

NCREL assists education professionals to support school restructuring to promote learning for all students, especially those at risk of academic failure. NCREL's work is guided by a focus on comprehensive and systemic school restructuring that is research based and learner centered. School development—the process through which schools restructure and build capacity to grow in effectiveness and meet students' needs—is the major emphasis.

NCREL disseminates information about effective programs, develops educational products, holds conferences, provides technical assistance, and conducts research and evaluation. NCREL has a strong focus on telecommunications technology. In addition to conventional print publications, NCREL uses computer networks, videoconferencing via satellite, and video and audio formats to reach its diverse audiences.

NCREL weaves these emphases through the following six substantive areas:

Curriculum, Instruction, and Assessment. Major projects include "Schools That Work: The Research Advantage," a series of videoconferences with supporting print materials; the Satellite Schools Project, in which activities focus on reconnecting students at risk to meaningful learning opportunities; the Professional Development Library, consisting of print and video teacher and administrator materials; and the Testing and Assessment Network, a group consisting of the testing and assessment directors from the seven states. (Randy Knuth)

Early Childhood and Family Education. NCREL supports a regional Early Childhood Advisory Council; functions as a clearinghouse for Early Childhood and Family Education research, training, and informational resources; and provides technical assistance in related areas. (Linda G. Kunesh)

Rural Education. Major projects include the Rural Schools Action Project that assists clusters of rural schools in each of the seven states to adapt and apply strategies from the award-winning Wisconsin Rural Reading Improvement Project; Project Access that provides rural educators with research-based educational information and strategies through a network of rural dissemination partnerships; and the State Technology Planning and Policy Project that examines and reports on issues of technology and rural education. (Joseph D'Amico)

Urban Education. Major projects include the Urban Education Network, an urban school improvement network; the Urban Schools Action Project that networks 15 schools restructuring to improve student academic achievement; the Urban Technology Study that examines the use of different technology-based programs; the Urban Principal's Leadership Academy that provides information and strategies on how principals can be effective school leaders; and the project on School Leadership in a Multicultural Society that identifies leadership behaviors associated with effective multicultural schools and develops a training program for principals. (Lynn Stinnette)

Regional Policy Information Center (RPIC). RPIC's mission is to respond to requests for policy information and initiate policy studies that are specific to member states or can be generalized to the region. RPIC also experiments with new technology to disseminate policy information. NCREL's policy assistance work, mostly in the form of state policy seminars and policy publications, is part of the RPIC effort. (Deanna Durrett)

Midwest Consortium for Mathematics and Science Education. This Consortium is working to advance systemic reform in mathematics and science for all students by creating stronger infrastructures for knowledge sharing and professional development. One strategy is to build collaboratives, networks, and partnerships that will accelerate the use of research-based knowledge, promising practices, and exemplary materials. The Consortium also provides or cosponsors professional development; models innovative and high-quality uses of technology in mathematics and science education; and integrates reform initiatives with efforts in other areas, both inside and outside the Laboratory. (Gilbert Valdez)

OERI Institutional Liaison
Mary Campbell
202–219–2130

Northwest Regional Educational Laboratory (NWREL)

Address	101 SW Main Street, Suite 500 Portland, Oregon 97204–3212 503–275–9500 Fax 503–275–9489
Executive Director	Robert R. Rath
Deputy Executive Director	Ethel Simon-McWilliams
Board Chair	Barney C. Parker Superintendent of Schools The Independent School District of Boise City, Idaho
Region Served	Alaska, Idaho, Montana, Oregon, and Washington

The Northwest Regional Educational Laboratory (NWREL) has been the regional laboratory in the Northwest for the past 28 years. NWREL defines its mission as helping others improve outcomes for children, youth, and adults by providing research and development assistance to schools and communities in providing equitable, high-quality educational programs.

NWREL programs include the following:

- **Rural Education** focuses on ensuring rural students have access to a quality education that achieves community-valued outcomes. (Steve Nelson)
- **Child, Family, and Community** assists leaders in education, government, business, and human services to improve services to children and families. (Helen Nissani)
- **School, Community, and Professional Development** assists local practitioners in using research-based effective practices and goal-based leadership activities in their efforts to make schools and school districts better with a focus on connecting the performance of teachers and administrators to improved school performance. (Bob Ellum)
- **Indian Education** works with schools having significant numbers of Native American students to be more effective in meeting their educational needs. (Patrick Weasel Head)
- **Education and Work**, with the help of the private sector, aims to improve career development and occupational training experiences for students at risk of unemployment. (Larry McClure)
- **Science and Mathematics Education** assists educational agencies through the Northwest Consortium of Math and Science Teaching and other means in planning and implementing sound, innovative practices to enhance learning outcomes in science and mathematics education. (Rob Larson)
- **Center for National Origin, Race, and Sex Equity** provides training and technical assistance to assist in securing equality of opportunity. (Ethel Simon-McWilliams)
- **Evaluation and Assessment** aims to achieve better assessment of student outcomes and more effective use of assessment and evaluation information by schools. (Dean Arrasmith)
- **Literacy, Language, and Communications** assists agencies and groups with improving their communication capabilities and programs. (Steve Reder)
- **Technology** assists educational agencies in identifying and utilizing effective applications of technology for instruction and administration. (Don Holznagel)
- **Drug-Free Schools and Communities** provides training and technical assistance to state and local education agencies to plan, implement, and evaluate comprehensive programs to prevent and eliminate alcohol and drug abuse. (Judy Johnson)
- **Planning and Service Coordination** provides coordination for internal programs, regional goals and activities, and national collaboration. (Rex Hagans)

OERI Institutional Liaison
John Coulson
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Pacific Region Educational Laboratory (PREL)

Address	828 Fort Street Mall, Suite 500 Honolulu, Hawaii 96813 808–533–6000 Fax 808–533–7599
Executive Director	John W. Kofel
Deputy Director	Rita Hocog Inos
Board Chair	Steve Umetaro Director of the Bureau of Public Schools Ministry of Education Republic of Palau
Region Served	American Samoa, Commonwealth of the Northern Mariana Islands, Federated States of Micronesia, Guam, Hawaii, Republic of the Marshall Islands, and Republic of Palau.

The mission of the Pacific Region Educational Laboratory (PREL) is to assist education, government, community agencies, business, and labor in maintaining cultural literacy and improving quality and equality in educational programs and processes. To carry out its mission, PREL has defined five program areas and seventeen specific projects.

Educational Policy and Leadership. Major changes in autonomy and governance of departments of education are taking place throughout the Pacific region. In most of the region, Boards of Education, as formal policy-making bodies, are in the early stages of development, while in Hawaii the issues of decentralization and school site-based management are in evidence. PREL provides training and technical assistance in the region to increase awareness, understanding, and capacity for the role of governance and policy making on the part of Boards of Education throughout the region. Because most of the region's key policymakers also serve on the PREL Board of Directors, this Board provides a useful setting for working on regional policy issues, both in terms of specific content issues and for the purpose of developing improved policy making skills on the part of Board members. PREL focuses such work on policy for rural and at-risk youth. To inform policy making on these and other issues, PREL conducted a study of school finance and facilities in the Pacific region. Further policy-relevant information was developed and shared through PREL's participation in national symposia activities on early childhood education. (John W. Kofel)

Schooling for Excellence. The largest set of program activities occur in this area. PREL continues to work with small groups of education professionals in each regional entity, developing the applied research skills of these research and development groups. The Laboratory sponsors the dissemination of a school improvement program based on the effective schools research. An annual conference on education in the Pacific region is convened during which educators exchange information about school improvement programs and practices. Five other programs in this area are aimed at helping to improve schooling in some direct manner. (Karen Y. Aka)

Evaluation and Assessment. This activity focuses on training Pacific educators to develop and use effective, high-quality assessment instruments and procedures to improve measurement of student performance outcomes. (Alice Kawakami)

Partners in Education. This program area has three components. The first part concentrates on developing the capacity to build effective partnerships between schools and parents, schools and businesses, and schools and the community, as well as other partnership relationships. A second part aims to support the application of the newly developed capacity to build partnerships through staff training and technical assistance to schools and districts. The third component, an applied research project, examines and tries to help improve conditions surrounding the transition from home to school for young children. The goal is to involve families, public agencies, and community organizations in partnerships that encourage greater teacher-parent-school cooperation. (Karen Y. Aka)

Institutional Development and Support. There are two projects in this area. One involves building capacity in the Pacific by providing professional opportunities for educators selected by a regionwide nomination system to participate in an "on-loan" program. The second project centers on dissemination of applied R&D materials throughout the region. (John W. Kofel)

Eisenhower Regional Mathematics and Science Consortium. The Eisenhower Regional Consortium assists Pacific educators in achieving their vision for the future of their island communities and their children to be scientifically and mathematically literate and capable. The consortium supports professional development for mathematics and science teachers, leadership development, and better access to high-quality mathematics and science materials and resources for their students. (Rick Davis)

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Regional Laboratory for Educational Improvement of the Northeast and Islands (NE/I)

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Executive Director	Glen Harvey (Acting)
Associate Directors	Michael Mayo
Director of Programs	Jan Phlegar
Director of Communications	Janet Angelis
Board Chair	Susan S. Ellis Program Administrator for Staff Development/Planning Greenwich Public Schools, Connecticut
Region Served	Connecticut, Maine, Massachusetts, New Hampshire, New York, Rhode Island, Vermont, Puerto Rico, and the Virgin Islands

The mission of the Regional Laboratory for Educational Improvement of the Northeast and Islands is to achieve educational improvement by linking schools and classrooms in the Northeast and Islands region with R&D and validated craft knowledge, complementing and multiplying the activities and accomplishments of existing organizations. The work of the Laboratory is driven by the priorities and contextual realities of the region and a strong consensus that comprehensive, systemic approaches to educational reform must characterize programmatic efforts. The theme that guides the Laboratory is "Making Schools Work for the Success of All Students." Within this theme, the Laboratory provides leadership and support for transformation of educational systems throughout the region.

The Laboratory works to support the efforts of organizations and individuals at a wide range of levels in the system by pursuing activities in partnerships with them and by fostering the engagement of the critical mass of citizens necessary to realize what the Laboratory refers to as a "regional renaissance"—a paradigm shift among educators and the public about the ways and means of schooling.

The following interrelated initiatives constitute the core of the Laboratory's program work:

- **Designing Schools for Enhanced Learning** is a multi-phased technical assistance and action research initiative to promote learner-focused transformation of education systems. The effort concentrates on both rural and urban school districts with large numbers of at-risk youth and includes a collaborative action research component in which the Laboratory is engaged in a comprehensive redesigning efforts. Two additional features include a Regional Consortium (technical assistance for those engaged in transformation efforts across the region) and a knowledge-building and dissemination component (developing products and processes useful to schools as they work toward meaningful change). (Sharon Rallis)
- **The Northeast Common Market** is an initiative that builds on the Laboratory's past policy work on the issue of teacher supply and demand that resulted in the nation's first regional credential for certifying educators. Three additional areas are underway: a regional mentor teacher training program, a regional credential for special educators, and a visionary set of regional standards and credentials for administrators that is being complemented by an assessment and a framework for program development for administrators seeking to qualify for the credential. (Anne Newton)
- **Information Services** is designed to make R&D available through information-based services and products. Its focus is on the identification, organization, analysis, and dissemination of regionally relevant information. Coordinating with the Laboratory's Communications Division, Information Services combines the activities of the Linkers Team, Management Information Systems, Resource Center, Telecommunications, Local Area Computer Network Administration, and Video Production. (Marilyn Rauth and Jeff Sun)

In addition, the Laboratory participates with each of the other nine regional educational laboratories in a varied set of cross-institution collaborations. For example, the Laboratory Network Program features initiatives currently targeted to mathematics and science education reform, the expansion of public access to information, and the ongoing development of the national system as a whole. The Laboratory also co-directs the Northeast's Dwight D. Eisenhower Regional Consortium initiative, the Regional Alliance for Mathematics and Science Education Reform, with the College Board. (Eileen Ferrance)

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Research for Better Schools, Inc. (RBS)

Address	444 North Third Street Philadelphia, Pennsylvania 19123–4107 215–574–9300 Fax 215–574–0133
Executive Director	John E. Hopkins
Deputy Executive Director	John A. Connolly
Board Chair	Dr. Robert Gabrys Assistant State Superintendent for School Performance Maryland State Department of Education
Region Served	Delaware, Maryland, New Jersey, Pennsylvania, and the District of Columbia

RBS has operated as the regional laboratory in this region for the past 26 years. Over the years the mission of the laboratory has shifted from a focus on school improvement to a primary emphasis on school reform, with the goal of restructuring elementary and secondary education to make it more compatible with the needs of at-risk students in the region. The RBS program encompasses four major strands. RBS also operates the Mid-Atlantic Consortium for Math and Science.

Through the **State Assistance** project, RBS staff work with state department of education staff on a negotiated set of technical assistance activities. Examples of negotiated agreements include assistance to Maryland on the design of a statewide program to improve school performance, assistance to Pennsylvania and Delaware in the implementation and monitoring of Chapter I schoolwide projects, and assistance to New Jersey in improving educational programs offered at-risk students in high-need urban districts of the state. (Richard A. McCann)

Under the auspices of the **Urban Education** project, RBS has developed a network called the Mid-Atlantic Metropolitan Council (MAMC), composed of superintendents of the largest school districts in the region through which the Laboratory also negotiates agreements to provide various kinds of assistance. RBS is providing support to school reform agendas in Baltimore, Newark, Philadelphia, Pittsburgh, and Washington, DC. Assistance is provided through a framework for decision making developed by RBS staff that focuses on instructional improvement and organizational development for urban schools and students. RBS is also providing intensive services to several other urban districts scattered throughout the region, including Camden, NJ and Chester-Upland, PA. (Belinda Williams)

The **Applied Research** project is studying restructuring activities in the region with a view to better understanding state and local policies that support or interfere with such efforts. In this regard the Applied Research work focuses on three themes: local implementation of restructuring initiatives through studies of four Maryland middle schools engaged in significant reforms; the role that assessment plays in restructuring through case studies of several district school efforts to rethink how they assess student and system progress; and the relationship that state policy plays in restructuring through studies of the conditions under which top-down policies facilitate or impede local restructuring efforts. (H. Dickson Corbett and Bruce Wilson)

Through the **Rural Education** project, RBS has established Rural Assistance Councils (RACs) in each state whose purpose is to develop increased capacity for rural school redesign and reform. Reform issues currently being emphasized include family involvement and services integration. In response to requests from educators in rural school districts in each of the four Mid-Atlantic states, RBS is providing technical assistance to several rural schools that are in the process of restructuring. (John Connolly)

The RBS **Mid-Atlantic Eisenhower Consortium for Mathematics and Science Education** is a partnership between the Consortium and other key agencies in the region whose goal is to help reform mathematics and science education. The Mid-Atlantic Consortium has established teams representing key mathematics and science interests in each state and the District of Columbia to help in the development and implementation of frameworks, standards, and assessments. The Consortium is also identifying, evaluating, and disseminating exemplary mathematics and science instructional materials and designing and sponsoring intensive professional development opportunities in each state. (Keith Kershner)

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Chancellor,
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Fayetteville, North Carolina

Region Served Alabama, Florida, Georgia, Mississippi, North Carolina, and South Carolina

SERVE's mission is to provide leadership, support, and research to assist state and local efforts in improving student educational outcomes in the Southeast region. A special emphasis is placed on efforts designed to improve educational opportunities for at-risk students and students who live in rural areas.

Each year, SERVE focuses on one of the national goals:

Year One [FY 91–92]— Improve mathematics and science achievement

Year Two [FY 92–93]—Provide safe, disciplined, drug-free schools

Year Three [FY 93–94]—Increase the graduation rate

Year Four [FY 94–95]—Improve student achievement and citizenship

Year Five [FY 95–96]—Expand literacy and lifelong learning

SERVE offers a wide range of services and activities to promote and sustain effective solutions for the most pressing education-related problems facing the region. Services, designed to respond to identified needs, include the following:

- **Regional Clearinghouse for Education.** SERVE provides information retrieval search services, a clearinghouse of experts and technical assistance to education stakeholders in the region. (Elizabeth Clark)
- **Field Services.** Laboratory staff at field offices in Florida, Georgia, Mississippi, and North Carolina are proactive in contacting local school systems. Field representatives respond to local needs and identify and document exemplary programs. (Deborah Childs-Bowen)
- **Producing and Disseminating Usable Research.** SERVE synthesizes research on priority issues in education through a series of booklets entitled *Hot Topics: Usable Research.* The *Hot Topics* publications are practical, jargon-free guides to improving education and are distributed regionwide as well as to others upon request. (Betty Fry)
- **Sharing Success.** SERVE identifies and publicizes exemplary local, state, and regional educational programs through the Sharing Success program. In addition, individuals with outstanding performance and track records in education are identified and their efforts publicized. (Betty Fry)
- **Improving Policymaking at All Levels.** The Laboratory conducts analyses of key issues and works with policymakers and staff to share information and improve educational policy and legislation. (Jan Crotts)

- **On-Line Information System.** The Laboratory provides client networking, information, and response services as well as information about SERVE products and activities through its on-line information system, SERVE-Line. (Mark Wayne-Hart)
- **Regionwide Communication.** All laboratory products are made available regionwide in both print and electronic form. SERVE uses the latest telecommunications technology, including interactive videoconferences, to reach every corner of the Southeast. (James Globe)

SERVE acts as a catalyst for collaborative efforts with individuals, agencies, and organizations in the region. These efforts are designed to enhance education services through coordinating the resources and efforts of collaborating participants.

- **Preschool-to-School Transition.** The Laboratory maintains a network and provides technical assistance in improving linkages between preschool education and elementary school. (Nancy Livesay)
- **The Delta Project.** SERVE is working collaboratively with AEL and McREL in a multistate effort to address the chronic educational needs related to persistent poverty in selected rural schools and communities in Alabama, Mississippi, Missouri, and Tennessee. The SERVE Delta Project is affiliated with Delta State University in Cleveland, Mississippi. The project goals are to improve the educational opportunities for students, particularly in the areas of mathematics and science and to refocus the resources of the school and the process of schooling so that they contribute more directly to community development. (Gene Sikora)

SERVE conducts a variety of applied research and development projects to meet regional needs. (Wendy McClaskey).

Research and development projects utilize the resources and expertise of consortium members, and initial efforts include the following:

- Improving compensatory and remedial education in rural schools.
- Studying work-force preparedness efforts in public school secondary education.
- Developing and field-testing a rural school–business partnership model and network.
- Developing site-based accountability models—local measures of success.
- Identifying state-level policies, regulations, and statutory barriers to school restructuring and successful intervention strategies with a special emphasis on rural school systems.
- Determining the impact of videoconferences on educators in rural areas.
- Developing model school and school improvement planning procedures.

SERVE Mathematics and Science Consortium promotes systemic mathematics and science reform in the six-state region. In collaboration with other stakeholders in the region, this federally funded consortium works to expand and enhance the teaching and learning of mathematics and science by providing technical assistance, linking and coordinating resources, utilizing technology, and disseminating information about successful practices. The goal of the consortium is to empower stakeholders in the Southeast to provide quality mathematics and science programs for all students. The SERVE Mathematics and Science Consortium is part of the National Network of Dwight D. Eisenhower Mathematics and Science Regional Consortia, which is made up of 10 regional consortia. (Francena Cummings)

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Southwest Educational Development Laboratory (SEDL)

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Executive Director	Preston C. Kronkosky
Board Chair	The Honorable Jimmy D. Long State Representative Natchitoches, Louisiana
Region Served	Arkansas, Louisiana, New Mexico, Oklahoma, and Texas

SEDL has defined its mission as a program of services that will challenge, enrich, and support educational systems in providing quality education for all learners, enabling them to lead productive and fulfilling lives in an ever-changing, increasingly interconnected world. SEDL offers six major goals to support its mission.

- **Promoting effective home, school, and community connections that foster the success of at-risk students.** SEDL conducts studies focusing on issues related to forming effective collaborative programs among home, school, and community partners that improve educational outcomes for at-risk children ages 3 to 8. As part of this activity, SEDL will work with selected school sites to implement programs reflecting the known characteristics of effective programs. (David L. Williams, Jr.)
- **Improving the transition of children from early childhood programs to early elementary school, especially those students considered at risk.** SEDL has identified promising practices and approaches used in the transition of children from early childhood programs to early elementary school appropriate for children in the Southwest region. Technical assistance is being provided to selected local and state education agencies using a clustering of "veteran" or "mentoring" sites with new "adopter" sites that are seeking to replicate programs used by the veteran partner. This clustering approach has been used successfully by SEDL in its Follow-Through demonstration and dissemination efforts. (David L. Williams, Jr.)
- **Promoting leadership and facilitating change among education professionals to foster systems and schools that are structured to increase achievement for all students, especially those at risk.** SEDL is conducting an applied research study to document, identify, and examine the development of school improvement interventions for at-risk students. Special attention will be paid to contextual factors. An historical, descriptive study of selected school sites' experiences with interventions for at-risk students will also be conducted. SEDL will develop and deliver training in leadership skills for managing the change process that is based on the characteristics identified in these studies. (Deborah V. Jolly)
- **Ensuring that state-level policy is informed by research and best practice, especially regarding effective approaches for ensuring the success of at-risk students.** SEDL is conducting several studies intended to help policymakers incorporate information in their decision making in ways that make for better informed policy decisions. (David A. Wilson)
- **Promoting the success of rural, small schools, especially for at-risk student.** SEDL has conducted a study to identify the characteristics of rural, at-risk students in the Southwest region and to identify and study effective programs serving those students. SEDL will also describe and encourage the use of small rural school improvement efforts that employ distance learning and interactive technologies, especially for at-risk students. (Deborah V. Jolly)
- **Improving opportunities for all students, especially those at risk, to succeed in school mathematics and science.** Through its Strengthening Science Partnerships Project, SEDL is fostering school-community partnerships that improve students' interest and achievement in science. The project helps schools and community partners use local resources as effective instructional tools. The project works with both schools and such partners as museums, technology and nature centers, zoos, aquaria, national science laboratories, associations, community organizations, and businesses. (Wesley A. Hoover)

The **Minority Internship Program** provides to minority doctoral students 1 year of professional experience at the Laboratory. The Laboratory staff are enriched from the minority perspective, and a pool of candidates for future Laboratory employment is produced. (David L. Williams, Jr.)

Eisenhower Consortium—Southwest Consortium for the Improvement of Mathematics and Science Teaching (SCIMAST). The purpose is to help assure that all students in the region have access to world-class mathematics and science instruction by supporting, strengthening, and extending each state's reform initiatives. SCIMAST addresses systematic change. They place teachers at the center of change efforts; they provide intensive staff development and implementation support. They also include tools and training to promote equity and assure responsiveness to the needs of at-risk students. The consortium launched the Professional Development Minigrants Program, which provides funds and technical assistance to 15 projects engaged in teacher training. They have hosted regional forums, developed "landscape papers," conducted several training-of-trainer workshops that model effective staff development, and produced a range of materials designed to support systemic reform. SCIMAST also focuses strongly on information gathering and dissemination to be coordinated with other regional consortia and the Eisenhower National Clearinghouse for Mathematics and Science Education. (Wesley A. Hoover)

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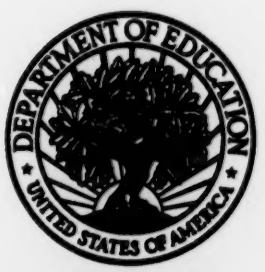

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